

Role title: Learning Mentor

Reporting to: Pastoral and Welfare Lead

Role outline and accountabilities

To work in the classroom implementing social, emotional and academic support on a one to one or as a group, to enable learners to access to learning, assisting the teacher in the management of learning.

To work under the guidance of staff to undertake out of class work/care/support programmes that remove barriers to learning and meet the complex needs of learners so they can make progress.

To liaise with other support staff, teaching staff and learners to create personalised strategies to enable learners to attend, engage with the learning offer and achieve.

To act as a Key Worker for learners with a focus on attendance, engagement and achievement, offering coaching, reviewing and planning personalised targets, and liaising with parents, staff, professionals and outside agencies as required.

Responsibilities

- Supporting learners to learn in the classroom and delivering ad hoc interventions where necessary.
- Working within the overall strategy and guidelines of the Pivot Academy (TPA), provide support and practical advice to the teaching and support team on promoting positive behaviour.
- Implement innovative, engaging and stimulating intervention packages to ensure maximum progress for each individual young person.
- Coaching learners to develop resilience and self-regulation and to learn to manage SEMH.
- Review and plan personalised targets related to SEMH needs.
- Establish, develop and sustain productive working relationships with learners, parents and staff of other schools/agencies acting as a positive role model.
- Collaboratively with the staff team, take responsibility for providing evidence required for young people's case files and progress whilst being involved in planning for next steps of the learner's provision.
- To build professional and positive relationships with all learners, with the aim of addressing key points defined in the individual's action plan and engaging them with activities and opportunities.
- Where necessary, offer home support or school visits in order to help parents/carers develop strategies, joined up plans to secure positive family support and involvement, and identify action plans for next steps.
- Provide feedback to learners, schools, parents/carers, the Academy and other relevant agencies of progress and developments through contribution to regular reviews and meetings.
- To uphold The Pivot Academy ethos and policies that support positive prosocial behaviour.
- Maintain accurate records and attend meetings to gather and share information where necessary.
- Support the development/implementation of activities to encourage family/carer involvement within school life.
- Participate in review of systems with colleagues to ensure that interventions and support packages are meeting the needs of all learners.
- Emotionally, and at times physically, support learners who are dysregulated and in distress, which could at times involve and the use of Team Teach techniques adhering to TPA policies and procedures.
- To promote and actively support Pivot's responsibilities towards mental health and wellbeing of our learners, your colleagues and your own mental health.

- To treat all learners with dignity, observe proper boundaries and understand that every adult in the academy has a responsibility to safeguard children and young people.
- To carry out any other duties as requested by your manager.

Administration

- Maintain individual learner records as necessary and ensure that they are kept up to date using the relevant systems.
- Monitor learner behaviour, attendance and achievement using Academy Systems and, in consultation with key staff, decide on appropriate, interventions and rewards.
- Monitor incidents where learners require positive handling and ensure appropriate recording and reporting takes place in accordance with Academy policies.
- Support learners with revision and preparation for any end of year assessments at the direction of instructors or teachers

Person specification

The person specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understanding of the post's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

Attributes	Essential	Desirable
Qualifications and experience	<ul style="list-style-type: none"> • Experience working with children and young people (paid or voluntary) • Experience of working with learners with SEMH needs • GCSE level of education or above • GCSE English and Maths at Grade C/4 or above. 	<ul style="list-style-type: none"> • Level 3 or above Teaching Assistant qualification • Evidence of being able to build and sustain effective working relationships with young people, staff, parents/carers and the community
Knowledge and understanding	<ul style="list-style-type: none"> • Knowledge of positive relationship building • To have a basic understanding of safeguarding procedures • Interest in further training in order to meet learners needs 	
Skills and abilities	<ul style="list-style-type: none"> • Excellent administration skills • Good IT skills • High level of resilience • An ability to keep accurate and up to date records • Ability to deal with challenging behaviour • Superb organisation skills and the ability to prioritise independently • Good communicator both verbally and in writing to a variety of audiences • Able to handle confidential and highly sensitive information 	
Personal qualities	<ul style="list-style-type: none"> • Commitment to the safeguarding of our learners • A commitment to inclusive education • Reliability and integrity • Adaptability to changing circumstances / new ideas • Resilience and perspective • Empathy and respect towards others • Willing to work flexibly to support learners 	<ul style="list-style-type: none"> • Determination to succeed and the highest possible expectations of self and others